Financial Statement.

The Receipts and Expenditures of Pocahontas County during the year ending June 30, 1898.

R. W. HILL, S. P. C.
In Account with
POCAHONTAS COUNTY.

		DR.	CR.
1897.			
July	To amount of Levy on Real Estate	8370.83	
"	Personal Property	1350.00	
"	Jury Fees collected	30.00	
1898			
June 30	By Delinquent List on Real Estate		671.56
	Personal Property		8.95
	By Com. on $9040.32 net levy at 7½ per cent		678.02
	By county orders paid and returned		5887.01
	By Jury Claims		1095.61
		$9750.83	8341.15
	To Balance due the County		$1409.68

Jury Claims.

Vouchers for amounts paid the following persons for services as Grand Jurors, returned by said Sheriff, in above settlement, viz:

U B Grimes, April Term '97	$7 10	A P Gay June 98	7 00
M W Gordon	7 16	W C Buzzard June 96	3 50
Ellis McCarty	7 30	S D Bright June 97	10 50
W T Moore	6 80	W A Gladwell	10 10
I B Moore	7 60	J L McGlaughlin	3 00
D A Peck	7 80	P M Yeager June 96	5 10
J A Young	6 00	W W Arbogast June 97	10 20
A M Kee	6 20	J D Kerr	11 00
S B Moore	6 50	John A Sheets Oct 97	8 70
R C Shrader	6 00	H M Sutton	9 90
J D Dilley	7 90	J W Riley	10 30
W E Kerr	12 00	J R Hevener	10 20
J J Spencer	10 00	W H Taylor	8 40
H M Yeager 1898	6 00	P M Yeager	11 20
Andrew Sheets	8 60	W J Yeager	11 70
James W Gillispie	8 80	John D Payne Apr 97	11 70
W H Hull	8 60	W W Buckman	11 75
B F McElwee October 97—	8 00	Peter McCarty	11 60
W R Sutton	8 90	John W Tyler	9 80
W A G Sharp	8 00	Edgar Smith	11 70
B F White	7 10	E H Moore	11 70
P M Harper	7 30		
George G Clendennin	7 90		$879.04
Geo G Hill	7 90	F. Lee Cackley	3 00
J K Bright	7 20	W H Callison	3 00
W W Beard	7 40	W H McGlaughlin	3 75
Levi Gay	6 30	Joseph Pyles	9 00
D E McElwee	6 90	Sherman Gibson	9 00
Robert Gibson	7 30	Oscar A Bell	5 00
S B Hannah	8 80	H S Galford	16 80
Lee R Overholt	1 95	W H Baxter	9 00
		W A Shearer	11 62
	$216 57	John Waugh	3 00
		J E Buzzard	10 50

Amounts paid the following persons for services as Road Surveyors, Repairing Roads and Bridges, viz:

Petit Jurors.

H A Rankin, April, '97	$9 10	B F White	2 00
W E Overholt	10 56	H H McClintic	3 00
H W McCoy	11 70	W C and G W Mann	80 05
S D Hannah	10 65	John A Sheets, son of Geo.	2 50
W B Hannah	10 30	F Lee Cackley	3 00
Clark Sharp	11 85	Wm L Gay	5 00
A R Smith	10 20	John D Gay	5 00
Clark Kellison	9 25	A M Kee	2 00
A J McCoy	11 25	Jas J Hannah	4 50
M Ruckman	9 60	Wm M Siple	35 00
C C Silva	9 60	A N Barlow	7 78
Isaac Sharp	10 75	Wm M Siple	5 00
A W Hannah	9 00	J A Young	11 00
Joel R Hill, June,	9 10	Joseph Pennel	9 50
J D Gibson	9 00	T A Sydenstricker	29 55
J A Moore	8 40	E L Smith	3 60
C B Grimes	8 66	Richard Callison	5 00
A N Barlow	8 40	Wm Wade	5 00
W W Beard	8 90	D A Peck	7 50
S B Moore	8 90	R Lee White	9 00
L D Sharp	9 35	same	6 25
Oscar Bell	7 90	S C Baxter	3 00
C W Rider	9 40	D W Sharp	19 00
G W McCollam	7 80	W M Sharp	7 00
N S Duffield	8 40	A P Gay	15 50
C M Wallace	8 90	Page Lee Carter	7 00
H P Patterson	9 10	K O Wade	16 30
I B Moore	9 05	H N Moore	5 50
W H Hannah	9 21	James E. Wilfong	7 00
W H Callison	8 30	D M Kinnison	8 00
K E Hoggett	8 81	N C Rodgers	3 00
J H Clark	10 01	G W Whiting	7 10
F L Beard	8 50	J H Shrader	8 50
G B Cochran	8 60	S D Waugh	500 00
S S Varner	2 50	R L Crummett	2 00
Jacob S Moore	1 25	G M Kee	2 00
W M Sharp	8 81	A C L Gatewood	2 50
J W Baxter	8 81	Dr John Ligon	1 25
Abram Hays	6 50	Hugh Sharp	3 00
M J McNeel	4 75	J P Carr	6 50
Ellis McCarty, October	3 25	S C Kincaid, Jr	6 50
W E Overholt	1 50	L J Pyles	3 25
C B Grimes	3 50	R W Hill	1 50
Patrick Henry	8 00	A D W Hill	3 50
M J McNeel	8 00	A H Sharp	8 00
W H Cleek	8 65	S J Boggs	8 00
Mathews Ruckman	8 25	Wm H Dilley	2 75
Aaron Moore	7 65	Wm H Cleek	7 50
J Register Moore	7 65	M A Friel	8 00
A J McCoy	9 10	James N. White	5 00
W H Boblett	8 50	J E Wifong & J A Sharp	70 00
Eugene Gatewood	9 50	Luther Kellison	4 00
John A Gibson	8 70	Loyd Reid	4 50
Zane Moore	8 70	T H McGlaughlin	10 00
Uriah W Beverage	4 40	C O Arbogast	62 50
John H Doyle	8 20	Ezra Wooddell	5 52
Ewing Sharp	8 10	Henry Flenner 1896	5 50
J A Beverage	3 50	same 1897	100 00
Lincoln Cochran	2 70	Loring Kerr	8 00
S J Gay	9 30	J F Patterson	6 25
C M Wallace	9 80	Ezra Wooddell	3 50
Saml H Good	9 80	Q Oliver	5 50
J R Boggs	8 50	J W Oliver	15 00
Ellis McCarty	7 50	W A Gladwell	12 50
L W Herold Apr 98	4 50	E F McGlaughlin	10 00
J A Patterson June 98	6 90		
George Bambrick	7 10	H M Moore	8 00
S P Curry Oct 95	12 60	Sandy Patterson	18 75
John Buckley Oct 96	8 40	J L McGlaughlin	6 00
R J Brown Apr 97	11 40	J J Cassell	8 00
M C Dilley	9 80	John Grogg	11 00
H C Yonson	9 60	John W Hollen	8 00
J D Kerr	8 60	Robert L Brown	2 50
E F Arbogast Apr 98	8 40		
W H Wooddell	8 00		
L J R Dysard		*Continued on 2nd page.*	

ARITHMETIC.

BY D. L. BARLOW, COUNTY SUPERINTENDENT OF SCHOOLS.

One, or a collection of ones is a number. One is the standard by which we count seperate objects. Hence a clear conception of *one* lies at the basis of all knowledge of numbers.

Without the aid of a teacher, a child, through the use of his senses, will gain a knowledge of numbers. At an early age he will be found able to count—that is, to say the names of numbers in their proper order. The teacher will not resort to any special exercises to develop the idea of counting; but it is the teachers first duty to ascertain just how far the child's present knowledge of numbers extends, and see if he has a clear conception of the unit or one, which is the standard of numbers. Children can often count as far as a hundred, and yet are unable to select five articles from a collection They use the names as mere words but a few questions in connection with visible objects will soon give the child a knowledge of the meaning of the words. Where the school authorities have declined to purchase the simple apparatus for work in elementary work in numbers, the teacher may use blocks, books, sticks, beads, lines, circles, and dots on the board, etc. Lessons with the numerical frame will also be found of great value.

When the pupil has a clear conception of *one* as one block, let him place together one and one of the same kind, as one block and one block, one book and one book, one leaf and one leaf, etc. Teach him to call the sum two, two blocks, two books, etc. He should identify the number *two* with a number of objects.

Show the pupil that the *ones* must be of the same kind, or the word *two* cannot be applied to the collection. Have the child to place one block and one book together, and he will at once see, that he cannot say "two blocks" nor "two books." From this experiment the child has learned that two is one and one of the same kind, and that similar numbers must be added to form new numbers.

I would teach the other numbers in the same way. Having two objects of the same kind, let the child put another of the same kind and call the collection three. Lead up to the number four in the same way. Let the pupil do the work. Be careful that he does not use the names as mere words. Make the numbers with a great variety of objects.

Continue the work until the pupil becomes thoroughly acquainted with all the numbers from one to ten. Do not leave this part of the work until it is fully mastered.

When the child has mastered the numbers as far as ten, he is ready to study the numbers from eleven to twenty. He has learned that nine is the largest number that can be expressed by one figure, and now he must learn that numbers greater than nine are expressed by combining two or more figures. We must begin by making the pupil acquainted with the method of grouping. Lead the pupil to see that when we have counted ten objects of the same kind we make a group of them and count them as one of the group. In order to show the composition of numbers containing tens and ones, it is absolutely necessary for the teacher to have bundles of ten things (sticks, matches, etc.) kept separate by strings, or better, by small rubber bands. Now if the bundles are made up of ten sticks, each, the pupil will see that eleven sticks is one bundle and one stick taken together; also that fourteen is one bundle and four loose sticks taken together. Proceed with the numbers in regular order up to nineteen. Give the pupils a good deal of practice in this work, and when they have once been taught to count by saying, thirteen is three and ten, fifteen is five and ten, twenty is two tens, twenty-one is two tens and one, thirty is three tens, etc.,

will have no difficulty in learning to write numbers.

In the study of numbers from one to ten the pupil has been led to *unite* and *separate* them. It is evident to every thoughtful teacher that addition and subtraction should be taught with objects and should be considered together in the first lessons in numbers. As soon as a pupil knows that 5 and 2 are 7, he can see that 7 diminished by 5 is 2, or 7 diminished by 2 is 5.

It is of the highest importance that the pupil be required to commit the sums and differences of the nine significant figures. The pupil should be so thoroughly drilled that when two numbers are given their sum and difference will appear in his mind at once. He should be taught to add and subtract with accuracy, ease, and rapidity. From the beginning never permit your pupils to add in this manner: 3 and 4 are 7 and 9 are 16 and 8 are 24; but add by naming the results only—thus: 7, 16—24. This is three times as rapid and just as easy.

After the pupil is familiar with the sums to 9 plus 9, and the differences as far as 18 minus 9, he can begin to learn multiplication and division. Let the pupil construct the multiplication table for himself. This he do if he clearly understands that multiplication is only a short process of adding equal numbers. I would teach multiplication and division together. As soon as the pupil sees that 2 times 2 are 4, he is ready to see that 4 equals two 2's or contains 2 two times. It will take some time for the pupil to complete this work. "Make haste slowly." Be very careful not to confuse or discourage the pupil, but make each lesson short and make it an easy stepping-stone to the one that follows. The reason that I urge so earnestly that the elementary sums, differences, products and quotents be committed to memory is that no real progress can be made with out it. Train the pupil until he becomes expert in this work.

The first lessons in arithmetic should be given orally by the teacher. There is little danger of doing too much oral work. Pupils are very often permitted to take up written arithmetic before they are ready for it. Let us give to oral exercises all the attention their great importance demands. A pupil must be taught to *think* as well as to work problems. His reasoning powers must be developed. The teacher should allow no working of problems "to get the answer." Let the pupil explain the problem before he attempts to work it. He should be taught to study the conditions of the problem and to determine what operations are to be performed, before he attempts a written solution of it.

Rules should not be memorized and blindly followed, but pupils should be drilled in such a way as to become independent of them. I have noticed that pupils who depend upon rules altogether usually make a low per cent in an examination, while those who do not depend upon them altogether make a high per cent.

I sometimes meet with pupils who can solve the problems found in the text book, but cannot solve similar ones found in business transactions. The complaint is justly made by school patrons that the important subject of arithmetic is not taught as thoroughly as it should be. They claim that the principles that enter into everyday business are neglected. Have the school patrons good cause for complaint? We answer, "They have." We know that pupils leave our common schools without a practical or thorough knowledge of arithmetic, and we may expect the patrons to complain as long as this continues. Let us change our methods, and not allow any more work "by rules" and "to get answers." We should, if possible, prevent the pupils from assisting each other or using keys. In written, work have the pupils to give the "reason why" for every step. Do not allow pupils to leave your school and say they can work ex-

amples but cannot explain them. Remember the explanation should always precede the work.

Use text book as a guide and give practical problems made up from real business transactions. Give examples relating to the measurement of land, lumber, bins plastering, papering, walls, piles of wood, etc. Accept no work that is carelessly done. Give frequent reviews.

I would have advanced pupils to construct their own problems. Such a plan will aid in inspiring interest in class work, and will make the pupils thoughtful. If you have plenty of black-board room, you should not allow your pupils to come to recitation with examples worked on paper or slate. The should not use the text-book during recitation, but the problems should be read to them by the teacher. If you would have your pupils become mathematicians you must see to it that they acquire the habit of correct and close thinking.

Impressive Initiation.

A man who had applied for admission into a secret society, which for the purpose of this narrative, may be called the Ancient Order of Queer Fish, and had been accepted, presented himself at the appointed time for initiation.

In accordance with ancient usages, the candidate was blind folded, ushered into the lodge-room, marched in slow and solemn procession around the darkened hall, subjected to various trying ordeals including that of being tossed in a blanket held at the four corners by athletic members, and having come through the ceremonies alive and in fair preservation, was declared duly initiated and entitled to the right hand of fellowship. The bandage was removed from his eyes and the brethren crowded about him to extend their congratulations on the fortitude he had displayed.

"How did it impress you?" asked one of them.

"It was the most impressive ceremony, take it all around," he answered, "that I ever knew or ever knew or ever heard of."

"You were aware, of course, that there was a fire across the street while we were putting you thro'?"

"Why," rejoined the new member, "I could hear the puffing of the engines, the tramping of the horses upon the stone pavement, the yelling of the firemen and the swish of the streams from the hose, and I could smell the smoke, too, but good gracious, I thought it was a part of the initiation!"

Cevera's Arithmetic.

The Spanish officers' account of the naval action off Santiago reminds one of the good old conundrum, "A man had four daughters and every one of them had a brother, how many children had he?" The answer of course is five.

Cevera and his captains put it: "We had only four ships and each of them had four antagonists; of course the contest was hopeless." Of couse it was, and that is a pretty example of the ingenious art of putting things.—New York Sun.

Dewey Paid the Fine.

George Plaisted a trial justice of York county, Maine, has an old docket of which he is very proud, for it shows that George Dewey was once fined $25 by him and the fine promptly paid. Dewey during his courtship of the daughter of Governor Goodwin, was much at Portsmouth. Going over to the navy yard one day he was met by a marine, who was intoxicated and in a fighting mood. Dewey thrashed him and paid the fine cheerfully remarking that it was worth $25 to thrash such a disgrace to the United States navy.

Sectional Pride in the Army.

A Maine soldier boy writes home that an Arkansas guard was chinning the Maine sentry who was pacing his parallel beat.

"S'near as I can see, there ain't much difference atween we uns and you uns, 'cept that we uns reckon and you uns guess."

"That's about all, neighbor," replied the Maine man, "cept we can guess a darn sight better than you can reckon."—Kennebec Journal.

Welcome Home.

From an advertisement in the Gloucester Times:

This is to give notice that my wife who left my house without sufficient cause, has returned and is glad to be back again, and will not leave again in a hurry.

JERRY AMERO.

NEVER CARES TO WANDER.

The Busy Bee Doesn't Like to Go More Than Five Miles After Raw Material.

The range of the honey bee is but little understood by the masses many supposing that bees go for miles in quest of nectar, while others think that they go only a short distance. It my be curious to many to understand how any one can tell how far a bee may fly, but this is simple when understood. Years ago when the Italian bees were first introduced in the United States, these bees, having marks different to the common bees already here, were easily distinguished and after any beekeeper had obtained the Italian bee they could be observed and their range noticed. If bloom is plentiful near where bees are located they will not go very far, perhaps a mile in range, but if bloom is scarce they may go five miles. Usually about three miles is as far as they may go profitably.

Bees have been known to go as far as eight miles in a straight line crossing a body of water that distance to land. It is wonderful how the little honey bee can go so far from its home and ever find its way back to its own particular hive. If, while the little bee is out of its hive, the hive should be removed some ten or twenty feet, according to the surroundings, when it came back to where its home was first located it would be hopelessly lost. If its home was in an open spot, with no other objects close, it might find its way home, but, even should the hive be moved only a few feet, many of the bees would get lost.

So to move a hive, if done in the winter time it would be all right, but if in the summer time it should be done after dark or when they are not flying, and even then the bees should be stirred up some and smoke blown in at the hive entrance and a board or some object placed in front of the hive so that the bees in coming out may mark their new location. Bees no doubt are guided by sight and also by smell. They are attracted by the color of bloom, as, if they are at work on a certain kind of bloom, they are not likely to leave that particular kind of bloom for any other as long as they can find that kind. Again, bees are often attracted to sweets by their sense of smell, for they will go after sweets even if in the dark if close. However, any kind of sweets may be placed in glass in plain sight, but if covered so as not to emit any smell, the bees will take notice of them.—Baltimore American.

Dead-beats.

Some editor, no doubt who lived in a community where the loud mouthed office-seekers of his party sponged their reading, was inspired to utter these words:

When you ask a man to subscribe for your paper, and he says: "Oh I never read very much, besides the times are so tight," apologize to him for the mistake, and leave him. Life is too short to try to teach a mule to sing Soprano. All gentlemen nowadays read newspapers and plenty of them.

Show us a man that lives in town or country and never spends a red cent for the newspapers there, and we will show you a man whose ignorance is only exceeded by his self complacent narrow mindedness. A local paper is an institution that works day in and day out for the good of the community, and every man in it is in honor bound to assist in its support. The trouble is that some peculiar individuals fancy they are making the editor a present when they take his paper. We have the profound est sympathy for the man who never subscribes for his home paper.

A Spiral Wound.

The doctors at the division hospital at Tampa, are fairly mystified at the extraordinary nature of some wounds inflicted by the Mauser rifle bullets. In the case of one man, the bullet penetrated his belt plate, ran round his body under the skin of his abdomen, took a downward course through the muscles of his right leg and came out at the back of the calf. The bullet was found in the man's clothing slightly bent.—Cincinatti Enquirer.

Unnecessary Procrastination.

"The man who wins," said she, is the man who is always ready to embrace an opportunity."

"Well," he whispered, after he had slipped an arm around her, "how do I strike you as a winner?"

"Only fair," she answered. "This might have happened a month ago."—Chicago News.

Photographer (to Captain in his new uniform)—"Look fierce, please."—Cincinnati Enquirer.